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ABSTRACT

This handbook for team leaders contains five chapters. The first deals with the team leader as liaison between all other persons and institutions connected with a particular program. The second discusses changes required of interns in assuming the role of team leader after having been a teacher. The third chapter describes the team leader's activities and responsibilities as a trainer of teachers. Chapter four deals with intern conferences and visitations, and chapter five outlines evaluative activities of team leaders. Appendixes include advice to a beginning teacher, guidelines for getting acquainted with a community, evaluative devices, team leader schedules, and a selection of interns' views of team leaders. (PB)

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Teacher Corps

Handbook for Team Leaders

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NDEA Teacher Corps-Team Leader Institute
East Tennessee State University
July, 1968

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TEACHER CORPS HANDBOOK FOR

TEAM LEADERS

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JULY, 1968

I N T R O D U C T I O N

The Teacher Corps was created by Title V-B of the Higher Education Act of 1965. On June 29, 1967, it was amended and extended for three years by the Education Professions Development Act of 1967.

The basic intent of the Teacher Corps is to reach and teach the children of poverty, and the primary criteria for success are acceptance of each child as he is and commitment to helping each child reach a worthwhile and attainable objective. All decisions must be based upon these objectives.

The team leader is immediately responsible for planning and supervising the total program of activities engaged in by the Teacher Corps Team as it is determined jointly by the local administrative personnel and the porject director, using the approved project proposal as a general guideline.

The intended use of this handbood is threefold:

1. To provide a readily accessible, comprehensive, reference tool for present and future needs and to provide an objective basis for discussions and evaluations of the interns and the program during individual conferences and group seminars.

2. To encourage cooperation and communication among the participants in the Corps in order that the intern may develop his potentialities to the fullest degree.

3. To make understandable the role and responsibilities of the public school and the college personnel involved in the work of the intern.

If at the end of the year, the program of work offered to interns, students and the community has enabled them to perform in a manner that is consistent with objectives set forth, we will have communicated our objectives of his handbook in a meaningful manner.

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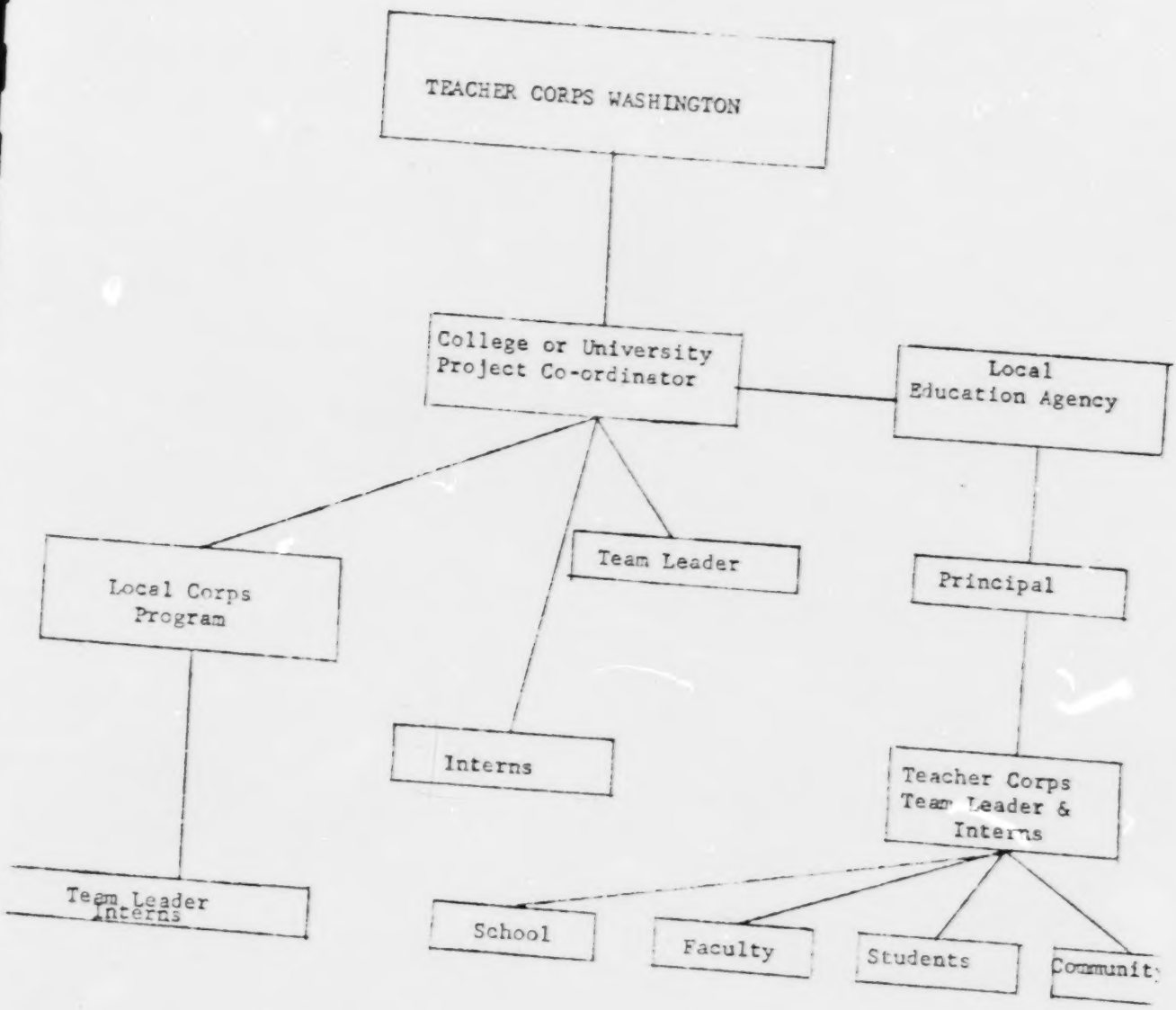
ORGANIZATIONAL CHART



P R E F A C E

This handbook is an outgrowth of a Team Leader Institute held at East Tennessee State University, Johnson City, Tennessee, during the summer of 1968. Its purpose is to provide helpful information for team leaders and prospective team leaders. The writers in no way intend to convey the impression that the contents constitute official guidelines; rather, they represent combined ideas as a result of personal experiences.

Nor can it be claimed that the contents of this publication are entirely original. Principles, procedures and suggestions have been drawn not only from the experiences of college and public school personnel from several areas but also from student teaching handbooks of teacher education institutions, textbooks, Official Teacher Corps Guidelines, local proposals and other related literature in the field.

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I. THE TEAM LEADER AS A COORDINATOR

A team leader has a many faceted role serving as a liaison between the various individuals and institutions directly and indirectly concerned with the Teacher Corps program.

TOPICS	REPRESENTATIVE ACTIVITIES
A. LIAISON BETWEEN THE UNIVERSITY AND THE PROGRAM	
The director should be appraised of all problems--solved and unsolved--and of the overall progress of the program.	1. Projecting future plans 2. Negligence on the part of the intern in planning and performing his work. 3. Unwarranted absences 4. Failure on the part of the intern to accept and do a fair share of community activities.
The team leader works closely with the director when initiating a community program.	1. Tutorial activities 2. Establishment of a definite percentage of time 3. Summer activities 4. Recreational programs
The team leader is obligated to the University for requested reports.	1. Program evaluation 2. Intern's absences 3. Intern's schedules
There should be a direct line of communication from the college or university to the team leaders in order to avoid conflict.	1. Final examinations 2. University course schedules 3. Advance notice of developments 4. Written information regarding university instructions to the interns 5. Seminars and conferences

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B. LIAISON BETWEEN THE INTERN AND THE LOCAL UNIT

The relationship with upper level administration will vary from closeness at the outset of the program to one of comparative remoteness as the program develops satisfactorily. After initial working arrangements have been made, the team leader will probably have direct contact only as progress reports, program expansion or conferences may require.

1. Initial conference with superintendent, personnel director, and federal program director to assure mutual understanding of proposal and program.
2. Arrange conference for any personnel problems.
3. Transmit information from university director.
4. Plan second year's program jointly.
5. Provide information and guidance for the total program as requested or as necessary.
6. Clearance for use of research material obtained from local unit files and records.
7. Facilitating employment of interns by local unit.
8. Clearance of observers of the program and representatives from the news media.

C. LIAISON BETWEEN THE TEACHERS, OTHER PERSONNEL AND THE PROGRAM

One of the functions of the team leader is to introduce and describe the work of the interns to the staff members of the school and other auxiliary personnel.

1. Staff meetings
2. Inservice programs
3. Orientation groups
4. Social functions
5. PTA

A special relationship should exist between the team leader and the cooperating teacher(s) with whom the intern works.

1. Frequent conferences
2. Joint evaluations
3. Planning sessions (traditional and innovative)
4. Presentations

D. LIAISON BETWEEN THE PRINCIPAL AND THE PROGRAM

One of the most important relationships established is that of the team leader and the principal. The Teacher Corps Program must be coordinated with the program being conducted within the school for which the principal is responsible.

1. Placing of interns according to abilities of interns and needs with the school.
2. Scheduling of interns
3. Seeking places to conduct classes.
4. Participation in community activities.
5. Participation in extra-curricular activities.
6. A mediator to staff as a whole.
7. Innovations

E. THE TEAM LEADER AS A LIAISON BETWEEN INTERN AND PUPIL

The pupils need to be prepared for the arrival of the intern.	Team leader visits in the classroom before the intern arrives and explains the role of the intern to the children.
The intern is introduced to the pupils of the school	Team leader introduces him to the cooperating teacher and then she introduces him to the class as a second teacher.
The intern becomes acquainted with and studies carefully the disadvantaged children and their classroom situations.	The team leader can help the intern accomplish this by helping him to become acquainted with the children personally, learn about the community, understand their social, economical, and educational background, and recognize their common needs. Individual conference supplements information available from a study of the Cumulative Record.
The team leader has the responsibility of aiding the intern in maintaining proper relations with his students.	Rapport can be established by: 1. Being impartial at all times. 2. Being a helper and a friend, but being careful about becoming too familiar with his students. 3. Not trying to be a perfectionist--develop sympathy, empathy, tolerance, patience, and enthusiasm, in working with the pupils. 4. Commanding respect without being authoritarian. 5. Speaking their language. 6. Recognizing the worth of each individual and striving to develop latent potential.
The intern refrains from imposing his religious or political views upon his pupil.	He exhibits a broad-minded, tolerant attitude toward other groups and individuals.

F. LIAISON BETWEEN THE INTERN'S INVOLVEMENT IN LOCAL CIVIC AGENCIES

The team leader is responsible for all community work performed by his intern. This includes the planning phase as well as implementation to facilitate maximum effort.

1. Familiarize yourselves with the homes.
2. Familiarize yourselves with community agencies and organizations.
   (a) Boy scouts, girl scouts
   (b) Civic and Service clubs
   (c) Churches
3. Acquire knowledge of state and federal agencies.
   (a) OEO, Neighborhood Youth Corps
   (b) Family service
   (c) Job Corps
   (d) Health department
   (e) Welfare department
   (f) Rehabilitation programs and others

II. THE TEAM LEADER--A MARGINAL ROLE

Changes of behavior required to assume the team leader role vs. the Master Teacher role.

A. Up to the time of his assignment as a team leader of interns, the team leader has been a teacher of children or of students. This role has suddenly been changed to the teacher (or leader, which is more appropriate) of adults.

B. There is a major change from child education to adult education which the team leader must assimilate. The interns are degreed young adults who will not respond to the teaching approach that is used on students.

C. This is a change from being a highly professional specialist to a supervisory generalist. The team leader is no longer an unassailable authority. The team leader is now a democratic leader who has no real decision making power. . . Only the functions of coaching, recommending, persuading and representing.

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This change in assignment calls for a Survival Course rather than an orientation. It also calls for an understanding of the motivation and direction of adults rather than students. The team Leader is required to move from the specialist point of view of teaching students to the generalist functions of leading a team of adults.

In effect, the team leader is in no-man's land. He belongs to none of the areas involved; and yet, he is part of them all: school, university and community. He is only partially oriented to the school system, only partially oriented to the university; but, he is entirely responsible to the intern.

III. THE TEAM LEADER AS A TRAINER OF TEACHERS

The team leader, serving as a trainer of teachers, should possess the ability to supervise, instruct and motivate the interns. It is important that he have a good knowledge of subject matter and of the teacher-learning process. Ability and willingness to demonstrate necessary teaching techniques are imperative.

A. TRAINING ACTIVITIES

The team leader should utilize the technique of gradual induction of the intern into teaching

1. The process of getting acquainted should include:
   a. An orientation period for becoming acquainted with students, classroom procedures, policy, et cetera.
   b. Working first with individuals and small groups leading into occasional large group-instruction for a limited time.
2. The process of gradual induction into the teaching process:
   a. Plan and observe: Outline and plan cooperatively a unit or a daily plan. The intern should observe the team leader teach this unit or daily plan and have an opportunity to help him evaluate how effective it was.
   b. Plan and Teach: plan cooperatively including suggestions from intern, cooperating teacher and the team leader. Let the intern teach and the leader observe. Evaluate the teaching experience together and determine reasons for success or failure in teaching. Then plan together for the next day's instruction taking into account the day's experiences of the intern's work. Let the intern teach the new cooperatively planned developed plans, and then together evaluate the teaching experience.

c. Semi-Solo: should these teaching experiences be favorable, let the intern plan the next teaching experience and have the leader evaluate and make any suggestions necessary for improvement. The intern should teach the unit and cooperative evaluation should follow.
d. Solo experience: Should the semi-solo experience be successful, let the intern plan and teach a unit on his own. The team leader should observe somewhat, but do not be afraid to leave the intern alone for short periods of time.
e. Teach and Observe: If the semi-solo experience is not successful, the team leader and intern should plan the unit cooperatively and teach it allowing the intern observe you for a day or two. Should two reading groups or two classes of the same subject be scheduled, the intern may teach one, and then let him observe the leader teaching the other.
f. Repeat the directions under "d" or "e" for a successful semi-solo or solo experience.
g. Observe other teachers teach: the observation of experienced teachers becomes most meaningful after the intern has had actual classroom teaching or a solo experience.

The amount of time necessary for this sequence will vary with the ability and the adaptability of the intern to teaching responsibilities.

B. IMPERATIVES OF CHANGE

Responsible leadership in planning, performing, and evaluating innovative activities is a major emphasis in the Teacher Corps program.

The four primary areas in which unique and creative efforts would be particularly relevant are:

The area of instruction	1. Use homeroom for cultural enrichment. 2. Initiate use of new or little-used A-V media. 3. Teach a unit on animal life at the zoo. 4. Develop a local history unit. 5. Experiment with programmed material. 6. Eliminate traditional type of homework. 7. Initiate some new teaching techniques such as Language Arts Experience Approach in Reading. 8. Use teaching machines such as Language Master, Tachistoscope, EDL, etc. 9. Education television 10. Video-tape 11. Puppertry 12. Dramatization 13. Educational games
The area of organization	1. Withdraw students for special instruction. 2. Conduct voluntary Saturday school 3. Use one-to-one, small group, and large group instruction. 4. Team teaching--use the Corps team for introducing team-teaching. 5. Develop a non-graded reading program. 6. Pull three classes together for a visiting speaker. 7. Individualized instruction
The area of community activity	1. Develop an intramural program 2. Provide in-community tutorial services 3. Provide home instruction for pregnant unwed girls 4. After-school square dance team 5. Organize a community chorus or band 6. Provide a summer activity program 7. Channel patrons to community agencies

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The area of salvaging and conserving human beings	1. Provide "guidance" services 2. Get a list of students on probation 3. Ask police chief to notify you when students are apprehended 4. "Adopt" a student (your personal mission) 5. Provide and man an area for those who can't function in classroom. 6. Youth center and church

C. COMMUNITY RESPONSIBILITIES

Community involvement is a necessary ingredient for a successful Teacher Corps program which meets the approval of the national office and the university director. Interns will find more excuses for negligence in this phase of their work than in any other area of their service assignment.

There are several reasons why this will be so: (1) All their other responsibilities will be scheduled in detail; (2) Other responsibilities will involve a cooperating teacher; (3) Community responsibilities are largely self-initiated.

Areas of Involvement are:

Home visitation	1. Obtain student addresses. 2. Visit homes of children with disciplinary problems. 3. Prepare a file to record pertinent data. 4. Interns make follow-up home visits.
Work with health and welfare agencies	1. Refer children needing health examinations, immunizations, or dental care to proper agency. 2. Arrange transportation to the County Health Department. 3. Refer needy cases to the local welfare or other agencies.
Special Projects	1. Tutoring sessions 2. Square dance groups 3. Community sings 4. Miscellaneous recreational activities

Organizing Civic Pride Juniors	1. City of security (combat delinquency) 2. Alertness to safety rules 3. Beautification clubs
P.E.P. Program (Pep and Energy Project)	This is done under the direction of regular professional personnel, to provide breakfast for eligible students. Interns will help observe and get to know students in an informal manner--possibly to head off home problems that may affect school--to assist with any unfinished homework assignment.
Fine Art Clubs	1. Music 2. Art 3. Drama 4. Dancing

IV. TEAM LEADER--INTERN CONFERENCES AND VISITATION

A unification and coordination of the efforts of team leader and intern are imperative to attain the desired educative results. It is expedient that the intern maintain his/her individuality and initiative and that professional alertness be kept alive.

Personalities and temperaments differ widely. Previous training will differ from inadequate to almost excellent. Some will exert more zeal and interest than others, and there will be problems of various types with which these young people will be faced. The intern's home stresses (or pleasures), health and that of her children, even the weather conditions or the physical atmosphere of the room will make each visit and conference unique. The team leader must be cognizant of all of these factors as she/he meets with the intern.

A. CLASSROOM OBSERVATION

Classroom visitation is usually of three different types: (1) announced; (2) unannounced; and (3) by invitation.	1. The announced or scheduled visitation allows interns to specifically prepare the students and the lesson. It would, however, make some interns highly nervous and apprehensive, so that their work is not typical of their normal teaching ability.

The announced visitation usually guards against visiting during the showing of a motion picture, free reading period, or the administering of a test.

2. The unannounced visitation has the advantage of sampling the regular work of the intern.
3. When an intern and team leader plan what classroom activity is to be observed, the team leader might increasingly visit by invitation. A team leader may be invited to make a visitation to observe a particular lesson on a particular day. He may seek data on the results of a new teaching procedure.

Length and frequency of a team leader's visitation should be determined by the purpose of the visitation.

1. The intern recognizes some difficulty and is trying to identify contributing factors. The team leader may visit daily or as frequently as feasible until the problem is identified.
2. The intern is trying out a new method of introducing a new instructional device.
3. Assessing the quality of the teaching-learning climate.

It is essential that the team leader sees a unified activity or planned lesson from initiation to conclusion. The team leader usually needs to prepare for the visit by studying the intern's planning and materials of instruction in order to understand the goals and purposes of the intern.

There should be a follow-up of every visitation. The team leader and the intern must cooperatively examine the results of the observation. This is best done through a post-visitation conference.

B. GENERAL CONFERENCE

Conferences are advantageous in providing for direct and intimate interaction between team leader and intern, both of whom should be interested in improving instruction.

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The team leader should use the conference for different purposes	1. Visitation--follow-up 2. Establishing rapport 3. Gaining insight into intern's attitude toward teaching. 4. Counseling or offering advice 5. Discussing proposed changes 6. Discussing serious instructional difficulties 7. Progress reports 8. Ethical practices with regard to use of sick leave, absenteeism, punctuality, use of confidential matters pertaining to students and school affairs, loyalty to employer, etc.
Whenever the conference is arranged, the important thing is to provide privacy and freedom from interruption.	Suitable times for conferences are: 1. Before school 2. After school 3. While lunching together 4. During the day at mutually convenient times
The team leader conducts himself inconspiciously upon entering and leaving the classroom. To act otherwise is to defeat the purpose.	1. Interfere as little as possible with the efforts of the learners 2. Arrange to be seated as soon as possible 3. Arrange your exit so as to create the least disturbance 4. Sit close to the door

C. PERSONAL CONFERENCES

The variety and immensity of the problems of human relationships make it imperative that the team leader and the intern develop deep mutual understanding as the foundation for the fullest maturing of all concerned.

Utilizing personal conferences, a team leader may find occasion to assume the role of a guidance counselor to the intern.	1. Listen to the intern's personal problems 2. Try to understand his conflicts 3. Build a relationship of mutual respect, not of dependency 4. Readily extend sincere help
Capitalize on the various interests of the interns	1. Hobbies 2. Talents 3. Experiences

Knowledge of these interests gained through personal conferences reveal much of the real person and thus present avenues of approval to the improvement of teaching.

V. EVALUATIVE ACTIVITIES OF TEAM LEADER

One of the greatest weaknesses in any teacher training program is an evaluation. There is no specific objective method of evaluation. Subjectivity must enter because of the close relationship existing between interns and the team leader.

Numerous forms will be used; none will be perfect.

1. Forms from the national office:
   a. Team leader evaluation of interns
   b. Interns evaluation of the team leader
   c. Principal evaluation of the program in his school

The number of evaluations during the year is determined by the program director. Evaluations of the program and interns are pictures of the program and how effective the program is operating.

2. Forms from the director's office
   a. Evaluation for directed teaching
   b. Evaluation for education courses (supervision, methods, etc.)
   c. Progress reports of interns for their personal file.

The team leader, in cooperation with the university director and the local school staff, will need to concentrate on the evaluation of the program and the interns for directed teaching.

3. Evaluation forms from the director of university student teaching.

The interns' grades may be determined by these people.

The university instructor teaching courses involving micro-teaching and interaction analysis will be able to help in evaluating the intern.

Forms from the university instructors
a. Micro-teaching
b. Interaction analysis

Teacher placement services over the United States are looking for the same qualities we are attempting to instill in these interns.

See Appendix C, page 28.

Archie Jones presents a good suggestion to help supervising teachers improve student teaching evaluation.

See Appendix C, page 46.

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APPENDIXES

APPENDIX A

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DON'T LOOK NOW, BUT YOU ARE THE BEGINNING STUDENT TEACHER

Jeffrey R. Stewart, Jr.

First of all, you will make mistakes. The student teacher who expects to go into the classroom and make no mistakes is being very unrealistic. You will make big mistakes, little mistakes, and mistakes that you have made before and that you will make again. But most important, you will learn to benefit from these mistakes. How will you benefit?

You will learn to avoid making mistakes by planning. You will find, as you do your student teaching, that planning is the key to a smoothly running class. At first, you will have to plan your lessons extensively and completely. You will be ready for every question that the student might ask - and you will know the answer. You will know what you are going to say, what the students will do, when they will do it, in what quantity, and with what result. In short, you will overcome most of your inexperience through planning. You will supplement your plan by rehersal, as if you were going to perform on the stage in a play.

You will learn how to observe expert teachers so as to profit from their experience. Observing another person teach is not a casual operation; knowing how to observe teaching is an art in itself. It might be compared with learning how to observe and appreciate fine art, music, or sculpture. At the very least, observing a teacher in action requires a lot of mental and physical effort, if you expect to benefit from it. Very few persons are able to observe effectively other teachers without writing down remarks and comments as they go along. Therefore, you will learn to write them down in convenient form for future use. For example, when the typewriting teacher has the student place their hands on the paper bail to lift it as he explains and shows them at the demonstration stand what the function of the paper bail is, you will not only be seeing what has been described, but you will understand that the students are using three senses in learning - sight, touch, and sound. But most important you will write these things down, because they are impossible to remember collectively. What previously has been only a relaxing observation to you will begin to come alive and have meaning in your own teaching. You will review your notes carefully after class so the main ideas will stick with you when you begin your own teaching.

You will learn how to predict student reactions. You will be able to "put yourself in the students' shoes" and anticipate their questions, their problems, and their misunderstandings long before they become apparent, if ever, to the average observer. This will be a valuable asset to you as a teacher because it will leave you in control of the classroom at all times. If you are in control, your students will learn more material faster and remember it longer. If you can predict student reactions, your students will respect you as a teacher and as a leader rather than look upon you as a typical person who needs to be consulted every time a problem comes up.

You might as well expect, as a beginning student teacher, to be a little bit nervous at first. However, the nervousness will not hurt you any more than it will help you in your early teaching. A certain amount of nervous

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tension is often helpful in quickening your responses and keeping you on your toes. However, as you go along in your student teaching, you will begin to relax and feel more at ease with the students. If nervousness and lack of confidence become a problem to you, you will learn that one way to overcome this is to practice at home, perhaps in front of a mirror or with a small audience, and imagine a large audience in front of you waiting for you to make a mistake. Then you will practice again, this time imagining that your entire audience is bored stiff. Imagine you are talking to two extreme levels of intelligence - the challenges of this practice will spur your confidence.

You will have the experience for the first time of changing places with the teacher. The person who has stood in front of the classroom has been to you quite often a symbol of knowledge and understanding and a source of wisdom. On the other hand, it may be that the person who has spoken to you from the front of the classroom has been thought of as a completely different kind of person. Now it is your turn to take his place. Do you think along these lines, you will understand how the students, perhaps, will feel toward you at first. You will learn that personal friendship with the students will not improve your standing with them. Friendliness, on the other hand, and a sense of humor toward the whole group, will make the switch from student to teacher an easy one for you to make.

You will learn in your student teaching to speak in a formal manner. Before, most of your speaking was casual, conversational, and informal. Now you will learn that in order to present a logical, well-planned lesson that will be acceptable to your students, you must be able to speak in a clear, distinct, and somewhat formal manner. This does not mean that you are supposed to use slang, write phrases, overuse jumbles like more or less, and anything ethically questionable. A good way to view the manner in which you speak is that you are a professional person, and you are speaking as a member of your profession. If you think of this, you will automatically avoid language that is too informal.

At first you may be talking to the back wall, to the left side of the room, or to the right side of the room without even seeing the students in front of you. However, as time goes on, you will learn how to make eye contact, rather than just seeing people's eyes. You will be able to detect lack of interest in your class, you will be able to spot perplexities on the part of your students, you will be able to see question marks hanging over the students' heads, and perhaps you will even be able to visualize exclamation marks floating about in the room as you speak to your students. You will learn how to address your class and keep the class moving, not according to your own whims and wishes, but according to the pulse of the class as it progresses.

You will learn how to keep everyone listening to what you say in your class; and, of course, you will learn how to keep everyone looking at what you do, because learning is largely a seeing and doing process. You will take cues from the class as they react to your teaching. You will be able to create enthusiasm and interest through your lesson as you try to strike a balance between the lesson as you have planned it and the lesson as the students seem to understand it.

You will learn how to become trapped by something you say or do. You will say things and do things in your class at first that you will wish you had never said or done. Students perhaps at first might try to exploit the smallest mistake of the beginning student teacher. You will learn that to overgeneralize before a group of fairly intelligent students is one of the biggest mistakes you can possibly make. However, you will also learn how to admit your mistakes graciously in front of your students.

You will learn how to give clear, concise instructions to your students. You will learn that clearness in instruction is possible only by planning ahead of time exactly what you are going to tell the students and explaining it to the students in a step-by-step manner. The teacher who told the students to grasp the right cylinder knob on the typewriter and turn it to the rear had not learned to give clear instructions. In giving instructions, the teacher has to anticipate most questions that may come up and discuss them before the students are allowed to ask questions.

One of the most important things you will learn as a student teacher is how to be patient. You will discover that some students are unable to learn certain things that you are suppose to teach them and that others will learn them so quickly that you will have to give them additional work to do while you are instructing the rest of the students. You will learn to look upon these individual differences in a professional manner rather than in an emotional manner. You will have empathy instead of sympathy toward your students.

You will profit from your after-class discussions with the supervising teacher. These discussions will not simply be hashing out the mistakes you made, but they will be a complete evaluation of both your good and your bad points. These discussions will also be held with your supervising college representative. You will learn how to use the information from these conferences to improve your teaching. For example, you will learn that many things you feel are satisfactory in your teaching will not seem satisfactory to the supervising teacher. You will learn that seemingly minor errors on your part might seriously affect the learning process on the part of the students. You will learn to take notes and write down the comments of the supervising teacher in these after-school conferences so that you may review them later on for use in your classes.

Finally, you will learn how to handle student discipline problems. You will learn to treat the students in a professional manner, and you will also learn that students respect the professionally minded teacher. In your teaching, if you understand the feelings and emotions of others, if your lesson is interesting and well planned, if you keep students working and participating, you will have few problems as far as discipline is concerned. However, there is always the "problem child" with whom you must deal. You will learn to counsel these students individaully and tactfully without disturbing the rest of the class.

You can see that, as a beginning student teacher, you have much to learn. You have an exciting and rewarding experience ahead of you. Go into it with vigor and enthusiasm. Volunteer freely. Make the most of your student teaching, because it is the one time in your teaching career when you will have someone telling you frankly and freely exactly what your strong and weak characteristics are. It is an opportunity that you should look forward to with excitement, for teaching is the most varied and exciting profession of all.

TIPS FOR BEGINNING TEACHERS

Howard A. Oznon, Jr.

No book on law says that the younger lawyer should not be seen in Argyle socks. Yet knowing this seemingly trivial rule can save clients, particularly rich and staid ones.

Likewise, in Education, there are small bits of truth not contained in ponderous textbooks. Here are some home truths that can make the difference between success and failure in that all important first year and every year.

1. DON'T HESITATE TO BEAT YOUR CHILDREN:

   Beat them that is, to possible sources of information in your community. Don't let the children stump you by talking about places you haven't been. Don't let them bring up books you haven't read. Walk around the community, stopping often in the library.

2. TEACH THEM TO BEG:

   In eighteenth century Europe, children were sometimes taught by professionals how to beg for food and money. Some were so successful that they and their teachers became rich. But the begging I refer to is for information. If as teachers we can instill in our pupils the desire to beg for more and more knowledge, never relying upon piled-up stores, never reaching satiety, then we have served them well.

3. TEACH THEM TO HATE:

   We all know our pupils should hate sin, but there are other things worth hating, too. They should be taught to hate ignorance; not ignorant men, but the miasma of ignorance that blinds them. They should hate these things strongly enough, they will do something about them, which is our next point.

4. TEACH THEM TO FIGHT:

   Children must learn to fight for the things they believe in. One of the greater lacks in our time is moral courage. Young people are often afraid to stand up and fight. We can't teach courage as we teach mathematics, but by precept and example we can inspire pupils to take the right road, not merely the easy road.

5. TEACH THEM TO TALK BACK:

One of the first rules the average child learns is that he should be seen and not heard. But a child who is not heard does not learn. He must ask questions. A teacher should impress upon children the importance of asking intelligent questions, and with relating answers to other things they have learned. Done in the right manner, talking back is fine.

6. TEACH THEM TO SHOW OFF:

Every child likes attention, and it should be given him. When a child is shown how to communicate his knowledge and demonstrate his talents in a pleasing way, he learns how to serve others and make friends. He becomes an asset to society.

If these rules don't fit what you learned from your textbooks, think awhile. Maybe the textbooks were wrong.

APPENDIX B

GETTING ACQUAINTED WITH A COMMUNITY
(Things to Look For)

I. Technological Level
- A. Physical layout of homestead
- B. Type and layout of dwelling
- C. Sanitary facilities
- D. Patterns of doing household tasks
- E. Tools used around the home
- F. Source of family income (kind of job)
- G. Farming patterns

II. Sociological Level
- A. Size of family
- B. Dominant role
- C. Relation between parents and children
- D. Neighboring patterns
- E. Membership in community groups
- F. Religious patterns
- G. Status of family

III. Cultural Level
- A. Language patterns
- B. World view
- C. Attitude toward outside world
- D. Recreation
- E. Educational level
- F. Religious beliefs
- G. Rituals

IV. Psychological Level
- A. Type of personalities in family
- B. Friendliness--antagonistic attitudes
- C. Interpersonal attitude
- D. Outlook on life in general
- E. Attitudes toward self

APPENDIX C

EVALUATION OF STUDENT TEACHING

ne_____ Semester_____ Year____

jor Field_____ Semester Hours Credit_____

de Level_____ School_____ City_____

de Level_____ School_____ City_____

jects Taught_____

General Rating of Actual Teaching (underline one).

Unsatisfactory Below Average Average Good Excellen

Letter Grade_____

A Brief Profile of the Candidate

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A. Personal

	Unsatisfactory	Below Average	Average	Good	Exce
eral Appearance					
lth					
or					
endability					
rest in People					
ial Acceptability					
fessionally Minded					
t and Judgment					

B. Academic and Professional

	Unsatisfactory	Below Average	Average	Good	Exce
g Range Planning					
nning Daily Lessons					
il-Teacher Planning					
ssroom Management					
ducting a Class					
erstanding the Students					
ction of Students					
luating Growth of Students					
wledge of Subject Matter					

C. Speaking and Writing Skills

	Unsatisfactory	Below Average	Average	Good	Exce
senting a Problem n a Classroom Situation					
ng Acceptable English in Everyday Speech					
ng the Voice Effectively					
senting Ideas on Paper					
ng Acceptable English Construction When Writing					

General Rating of Growth During Present Assignment (underline one).

Unsatisfactory Below Average Average Good Excellen

e of Report_____

_____

Director of Student Teaching

34

MARSHALL UNIVERSITY
Student Teaching Evaluation

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PRELIMINARY REPORT

dent Teacher _____ Address _____

jects Taught _____ Grade Level _____

ool _____ Supervising Teacher _____

E: Please consider carefully each of the factors listed below. Circle t factors needing attention at this time. Underline the factors in whi the student is particularly strong.

SONAL: COMMENTS

. General Appearance

. Physical and Mental Well-being

. Dependability

. Poise, Refinement, Social Grace

. Professional Interest

. Effectiveness of Relationship

. Voice

. Intellectual Curiosity

. Sense of Humor

FESSIONAL: COMMENTS

. General Scholarship

. Grasp of Content for Teaching

. Skill in Communication: Oral
Written

. Acceptance, Use Made of Criticism

. Understanding of Pupils

. Reaction of Pupils to Student Teacher

CHING TECHNIQUES: COMMENTS

Long Range Planning

Daily Planning

. Teacher-Pupil Planning

Use of Plans After Made and Approved.

Maintenance of "Climate for Learning"

. Evaluation of Pupil Growth

. Record Keeping

. Dependability

. Poise, Refinement, Social Grace

. Professional Interest

. Effectiveness of Relationship

. Voice

. Intellectual Curiosity

. Sense of Humor

FESSIONAL: COMMENTS

. General Scholarship

. Grasp of Content for Teaching

. Skill in Communication: Oral
Written

. Acceptance, Use Made of Criticism

. Understanding of Pupils

. Reaction of Pupils to Student Teacher

CHING TECHNIQUES: COMMENTS

Long Range Planning

Daily Planning

. Teacher-Pupil Planning

Use of Plans After Made and Approved.

Maintenance of "Climate for Learning"

. Evaluation of Pupil Growth

. Record Keeping

Classroom Management

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se indicate by a check (✓) on the weak-to-strong continuum, your rating
he candidate at this time.

K STRONG

additional comments concerning the progress of this student, please write
ack of this form.

EAST TENNESSEE STATE UNIVERSITY
OFFICE OF PLACEMENT SERVICE

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FACULTY OPINION SHEET concerning _____
Student

In providing placement service for our graduates, the University needs to have on file information concerning their wo
Basing your rating on classroom and/or other contacts you have had with this student, please give your frank opinio
as to his qualifications. Once this information is on file, you may refer future requests concerning this student
this office for reply.

In what capacity and how well do you know this student:

_____ Know him as a student.
_____ Serve as his faculty advisor.
_____ Have employed him.
_____ Other. Please explain: _____
_____ Know him personally outside of class.
_____ Work with him in some student activity.
_____ Have limited classroom knowledge.

On the basis of this knowledge, indicate by checking in the left column the type duties you feel he is capable of hand
ling now and in the right column those which he should be able to assume with experience.

_____ Duties under close supervision by supervisor _____
_____ Duties with little or no supervision by superior _____
_____ Duties requiring supervision of subordinates _____
_____ Duties requiring instruction of others _____
_____ Duties involving contacts with the public _____

Using the scale below as a guide, rate the student on the items listed.

	EXCELLENT 100 90	80 70	GOOD 60 50	40	FAIR 30	20	POOR 10 0	Comment if not rating
Appearance								
Mental alertness								
Ability to express ideas								
Initiative								
Cooperation								
Dependability								
Judgment								
Social adaptability								
Capacity for development								

Please write a general statement which may be used as part of this candidate's credentials to be sent to prospective employers. The reverse of this sheet may be used for strictly confidential remarks you would like to make for Placement Office use only.

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Supervising Teacher _____ School _____

EVALUATION OF STUDENT TEACHING
East Tennessee State University

Student's name _____ Quarter _____ 19 ____

Days absent _____

Subject (s) taught _____ Grade level _____ Hrs. Credit ____

Instructions:
This form lists student teacher qualities. It is designed to give the supervising teacher an opportunity to evaluate the student teacher's performance. Please check the column considered to best describe the student teacher's performance in each of these areas.

PERSONAL QUALITIES	Superior	Good	Average	Fair	Doubtful
General appearance					
Speech					
Voice					
Initiative					
Tact					
Judgment					
Poise - self-control					
Punctuality					
Adaptability					
Versatility					
Sense of justice					
Social acceptability					
PROFESSIONAL QUALITIES					
Dependability					
Background of information					
Scholarship					
Leadership					
Interest in pupils					
Responsibility					
Use of English					
Alertness					
Cooperation					
Desire to teach					
Reaction of criticism					
Independence					
TEACHING ACTIVITY					
Lesson plans					
Presentation of lesson					
Quality of assignment					
Motivation to study					
Pupil participation					
Attention to individual differences					
Classroom management					
Discipline					
Pupil-student teacher relationships					
Interest in total school program					

Strengths of Student Teacher _____

Weaknesses _____

Predicted Success _____

Signature of Supervising Teacher _____

Signature of College Coordinator _____

COMPREHENSIVE TEACHER-EVALUATION

SKILLS	VALUES 1 2 3 4 5 6
1. Beginning lesson	
2. Clarity of aims	
3. Organization	
4. Presentation	
5. Content	
6. Materials	
7. pacing	
8. Attention	
9. Rapport	
10. Ending lesson	

TEACHER-PUPIL INTERACTION (Categories of Interaction)	
1. 1 2 3 4 5 6 7 8 9 10	
2. III	
3. III	
4. IIII IIII IIII	
5. IIII IIII IIII IIII IIII IIII IIII IIII II	
6. IIII III	
7. IIII IIII II	
8. IIII IIII IIII I"	
9. IIII II	
10. IIII IIII	

PROFESSIONAL QUALITIES	1 2 3 4 5 6
1. Voice	
2. Gentures	
3. Eye Contact	
4. Personality	
5. Enthusiasm	
6. Continuity	
7. Knowledge	
8. Involvement	
9. Interest	
10. Acceptance	

Class Observed _____

Time _____

Teacher _____

Observer _____

General Comments:

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EAST TENNESSEE STATE UNIVERSITY
OFFICE OF PLACEMENT SERVICE
STUDENT TEACHING RECORD

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ME OF STUDENT _____

_____ (Subject) _____ (Grade Level)	_____ (Subject) _____ (Grade Level)
on Taught _____	Where Taught _____

COLLEGE SUPERVISOR						SUPERVISING TEACHER					
SUPERIOR	GOOD	AVERAGE	FAIR	DOUBTFUL		SUPERIOR	GOOD	AVERAGE	FAIR	DOUBTFUL
___	_____	_____	_____	_____	Personal Appearance	_____	_____	_____	_____	___
___	_____	_____	_____	_____	Health	_____	_____	_____	_____	___
___	_____	_____	_____	_____	Tact and Courtesy	_____	_____	_____	_____	___
___	_____	_____	_____	_____	Enthusiasm and Creativeness	_____	_____	_____	_____	___
___	_____	_____	_____	_____	Knowledge of Subject Matter	_____	_____	_____	_____	___
___	_____	_____	_____	_____	Organizational Skills	_____	_____	_____	_____	___
___	_____	_____	_____	_____	Understanding of Pupils	_____	_____	_____	_____	___
___	_____	_____	_____	_____	Classroom Management	_____	_____	_____	_____	___
___	_____	_____	_____	_____	Professional Attitude	_____	_____	_____	_____	___
___	_____	_____	_____	_____	Demonstrated Ability to Teach	_____	_____	_____	_____	___
___	_____	_____	_____	_____	Capacity for Development	_____	_____	_____	_____	___

Please indicate strengths and weaknesses.

REMARKS	REMARKS
_____ ignature of College Supervisor)	_____ (Signature of Supervising Teacher)
_____ sition)	_____ (Position)
TE. _____	DATE _____

CONFIDENTIAL

EAST TENNESSEE STATE UNIVERSITY
TEACHER CORPS PROGRAM
STUDENT TEACHER OBSERVATIONS

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NAME OF STUDENT TEACHER _____

(Grade Level) (Subject) (School)

(Team Leader) (Date)

	(3) Good	(2) Average	(1) Poor
PERSONAL QUALITIES:			
1. General Appearance	___	___	___
2. Emotional Stability	___	___	___
3. Tact and Courtesy	___	___	___
4. Voice (Too High Pitched? Nasal? Strained? Clear and Distinct? Adapted to Size of Group? Well Controlled?)	___	___	___
5. Speech (Too fast? Too slowly? Pleasing manner?)	___	___	___
6. Enthusiasm	___	___	___
7. Character	___	___	___
8. Socialibility	___	___	___
9. Punctuality	___	___	___
10. Capacity for Development	___	___	___
POINTS	_____		
PROFESSIONAL QUALITIES:			
1. Attitude	___	___	___
2. Dependability	___	___	___
3. Preparation (Background of Information)	___	___	___
4. Leadership	___	___	___
5. Use of Grammar	___	___	___
6. Interest in Pupils	___	___	___
7. Ability to Organize	___	___	___
8. Adaptability	___	___	___
9. Response to Criticism	___	___	___
10. Sense of Responsibility	___	___	___
POINTS	_____		
TEACHING ACTIVITIES:			
1. Demonstrates Ability to Teach	___	___	___
2. Preparation of Lesson Plans	___	___	___
3. Presentation of Lessons	___	___	___
4. Motivation	___	___	___
5. Pupil Participation	___	___	___
6. Classroom Management	___	___	___
7. Attention to Individual Differences	___	___	___
8. Pupil-Teacher Relationship	___	___	___
9. Attitude Toward Teaching	___	___	___
10. Use of Audio-Visual Aids in Class Presentation	___	___	___
POINTS	_____		
TOTAL ACCUMULATED POINTS	_____		

OBSERVATIONS - RECOMMENDATIONS BY SUPERVISING TEACHER-TEAM LEADER

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1967 INTERN PRESERVICE EVALUATION

This form serves two functions: it provides an outline of the criteria and data that may be useful in evaluating and assigning provisional interns, and is a record of the conclusions reached on each particular intern. Preferably, the form should be used for an interim and final assessment of each intern. It may be used in conjunction with the Corps suggested procedure for evaluating provisional Corps members during pre-service. Depending on the evaluation framework of the program, the form may be a synthesis of the views of several observers, or of one observer. Enteries should probably be made on a rough draft before they're put on the final form. The interim evaluation should probably occur at about the first third of the program, the final evaluation during the last third. Completed forms should not be shown to Corps members, although they may be given a summary of the contents.

University name _____

Intern name _____ Log No. _____

1. Test scores (if any given)

   A. GRE _____ Total Score

      Verbal _____

      Quantative _____

      Advanced _____

   B. California F Scale _____ Total Score

2. Grades (list courses) If other than a 4 point scale is used, please indicate

		INTERIM	FINAL
A.	_____	_____ (Estimate)	_____
B.	_____	_____ (Estimate)	_____
C.	_____	_____ (Estimate)	_____
D.	_____	_____ (Estimate)	_____
E.	_____	_____ (Estimate)	_____

For item 3 to 5, please rate on the appropriate scale. After each item, it would be desirable to describe one or two examples of the intern's behavior which led you to rate him or her as you did.

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3. Character and temperament:

	INTERIM						FINAL					
	Not true at all 1.	2.	Sometimes or partially true 3.	4.	Very true 5.	Can't estimate 6.	Not true at all 1.	2.	Sometimes or partially true 3.	4.	Very true 5.	Can't estimate 6.
Can change approach to meet new challenge												
Is easily upset												
Can accept criticism and supervision												
Perserveres in face of obstacles												
Gets along well with peers												
Exhibits mature judgment and common sense												
Approaches problems with a pessimistic point of view												

Examples:

BEST COPY AVAILABLE

Effectiveness as a teacher:	INTERIM						FINAL					
	Not true at all 1.	2.	Sometimes or partially true 3.	4.	Very true 5.	Can't estimate 6.	Not true at all 1.	2.	Sometimes or partially true 3.	4	Very true 5.	Can't estimate 6.
Relates warmly to children												
Has problems controlling class												
Students don't become interested in classwork												
Is patient												
Learning takes place in the class												
Does not initiate new approaches to learning												
Is firm yet flexible with students.												

Examples:

BEST COPY AVAILABLE

Effectiveness with Disadvantaged:	INTERIM						FINAL					
	1. Not true at all	2.	3. Sometimes or partially true	4.	5. Very true	6. Can't estimate	1. Not true at all	2.	3. Sometimes or partially true	4.	5. Very true	6. Can't estimate
Insensitive to culture of poverty												
Will endure hardships to assist disadvantaged												
Does not communicate with disadvantaged												
Has been effective in school-related community activities.												

Examples:

Please rate this intern in relation to other interns in this cycle now at your college.

	INTERIM					FINAL				
	1. Among the weakest	2. Below Average	3. Average	4. Above Average	5. Among the strongest	1. Among the weakest	2. Below Average	3. Average	4. Above Average	5. Among the Strongest
Intellectually										
Temperamentally										
As a teacher of disadvantaged children										

Examples:

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. The Corps attempted to evaluate all applications on a 1 to 10 scale. Minimum acceptable was 5. Less than 5% were rated 10. How would you rate this member on such a scale? Circle your number choice.

		acceptable						excellent		
Interim	1	2	3	4	5	6	7	8	9	10

		acceptable						excellent		
Final	1	2	3	4	5	6	7	8	9	10

INTERIM

. Director's action resulting from interim evaluation (Corps member counselled, terminated, told where improvement is appropriate, follow-up responsibility assigned to faculty members, team assignment changed, etc.):

FINAL

☐ Corps member successfully completes pre-service

_____
School district assigned

_____
School assigned

_____
Team Leader

☐ Corps member Terminated (please describe how, what and when Corps member was advised).

☐ Other (specify)

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9. This form was completed by:

_____ (Name)	_____ (Name)
_____ (Title)	_____ (Title)
_____ (Date)	_____ (Date)

10. The person completing the form (check appropriate)

☐ Personally observed the intern's conduct	☐ Personally observe the intern's condu
☐ Discussed the intern with others who have observed him	☐ Discussed the int with others who h observed him

Amplify how observation occurred:

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1967 TEAM LEADER PRE-SERVICE EVALUATION

This form serves three functions: it provides an outline of the criteria and data that may be useful in evaluating and assigning provisional team leaders; it is a record of the conclusions reached on each particular leader; and in the Washington office this information will be used to evaluate the assessment process carried out there.

This form should be used for an interim and final assessment of each team leader. It should be used in conjunction with the Corps suggested procedure for evaluating provisional Corps members during pre-service.

This form should be a synthesis of the view of two or more observers. Each person may fill out this form on each Corps member - one person being responsible to synthesize and average the scale rating resposes on to one form. Other methods of gathering this data may be used, as long as, questions 2 - 6 are the average of 2 or more persons' responses. Entries should probably be made on a rough draft before they're put on the final form.

Completed forms should not be shown to Corps members as they are confidential in nature, although this information should be used for the counseling sessions following the assessment boards.

The interim evaluation should probably occur at about the first third of the program, the final evaluation during the last third.

University name _____

Team Leader name _____ Log No. ___

---

1. Grades (if given)
   List courses

Indicate if other than a 4 point scale is used. Please indicate the letter grade along side the numerical score.

	INTERIM	FINAL
_____	_____ (Estimate)	_____
_____	_____ (Estimate)	_____
_____	_____ (Estimate)	_____
_____	_____ (Estimate)	_____
_____	_____ (Estimate)	_____

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For items 2 to 6, please rate on the appropriate scale. After each item, it is desirable to describe one or two examples of the conduct on which the analysis is based.

	INTERIM					FINAL					
Character and Temperament	Not true (1)	(2)	Sometimes true (3)	(4)	true (5)	Can't estimate (0)	Not true (1)	(2)	Sometimes true (3)	(4)	true (5)	Can't estimate (0)
Provides interns with support												
Has optimistic point of view												
Uncomfortable with suggestions from interns												
Reluctant to try new ways												
Exhibits good judgment												
Is easily upset												

Examples:

BEST COPY AVAILABLE

Effectiveness as a teacher & team leader	INTERIM Not true (1)	(2)	Some times true (3)	(4)	true (5)	can't estimate (0)	FINAL Not true (1)	(2)	Some times true (3)	(4)	true (5)
Is Firm but not authoritarian											
Has problems controlling class											
Teaching approach is not flexible											
Is Patient											
Anticipates view points of school staff											
Effectively involves interns in team work teaching											

Examples:

Effectiveness with Disadvantaged:	INTERIM Not true (1)	(2)	Sometimes true (3)	(4)	true (5)	Can't estimate (0)	FINAL Not true (1)	(2)	Sometimes true (3)	(4)	true (5)	Can't estimate (0)
Insensitive to culture of poverty												
Recognizes & respects each child's individuality												
Does not communicate with disadvantaged												
Has been effective in school related community activities												

Examples:

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Please rate this leader in relation to other leaders in this cycle now at your college.

	INTERIM					FINAL				
	weak (1)	below ave. (2)	Ave. (3)	Above ave. (4)	Strong (5)	weak (1)	below ave. (2)	Ave. (3)	Above ave, (4)	Strong (5)
Academic ability										
Temperament										
As a leader of interns										

The Corps attempted to evaluate all applications on a 1 to 10 scale. Minimum acceptable was 5. Less than 5% were rated 10. How would you rate this member on such a scale?

INTERIM

Acceptable Excellent

1 2 3 4 5 6 7 8 9 10

FINAL

Acceptable Excellent

1 2 3 4 5 6 7 8 9 10

INTERIM

Action resulting from interim evaluation (Corps member counselled terminated, told where improvement is appropriate, follow-up responsibility assigned to faculty members, team assignment changed, etc.)

FINAL

☐ Corps member successfully completes pre-service

_____
School district assigned

_____
School assigned

☐ Corps member Terminated (please describe how, what and when Corps member was advised).

☐ Other (specify)

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	INTERIM	FINAL
8. This form was completed by :	_____ (Name)	_____ (Name)
	_____ (Title)	_____ (Title
	_____ (Date)	_____ (Date)
9. The person completing the form (check appropriate)	/__/ Personally observed the leader's conduct	/__/ Personally observe the leader's conduct
	/__/ Discussed the leader with others who have observed him	/__/ Discussed the lead with others who ha observed him

Amplify how observation occurred:

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VISUAL BEHAVIOR CHART

TO BE CODED EACH TEN MINUTES*

CATEGORY	1	SUB	2	SUB	3	SUB	4	SUB	5	SUB	TOTAL TALLIES	TOTAL POSSIBLE	TOTAL ACHIEVED	PERCENT OF TOTAL
VOICE														
GESTURES														
EYE CONTACT														
RSONALITY														
THUSIASM														
SE OF MATERIALS														
NTINUITY OF ESSON														
ARITY OF SENTATION														
TUDENT VOLVEMENT														
TUDENT NTEREST														
TAL LIES														

SUBJECT OBSERVED

DATE

TEACHER OBSERVED

OBSERVER

OBJECTIVE EVALUATION PROGRESSING FROM 1 (POOR) TO 5 (EXCELLENT) WITH SUB-TOTAL CALCULATED FOR EACH CATEGORY

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Perhaps the best approach to the problem will be to block out on paper a schedule for the first six weeks. Try to include the various aspects of the program that we have discussed.

NAME OF INTERN: _____

DATE	TIME	CLASS OR ACTIVITY ASSIGNMENT	TEACHER

. Evaluation of student teachers

One of the greatest weaknesses in the student teaching program is in evaluation. Archie Jordan presents the following suggestions to help supervising teachers improve student teaching evaluation:

A. Recognize the purpose. The major purpose should be that of stimulating and guiding the growth and development of the teacher to be.
B. Begin with the goals. Usually these basic goals and objectives for the student teaching experience are given to the supervising teacher and student teacher through a student teaching handbook or some other written communication through the college supervisor.
C. Identify behavior that will demonstrate attainment of the objectives. Usually these specific objectives and the rate of their attainment are left to the discretion of the supervising teacher and the college supervisor and their personal counseling and guidance of the student teacher.
D. Evaluation should be continuous. Through continuous evaluation a proper base is provided upon which improvement can be built.
E. Emphasize self-evaluation. The job of the supervising teacher is to help the student teacher develop accuracy in appraising and evaluating his own performance.
F. Evaluation should be cooperative. Evaluation should include the efforts of the total team consisting of the college supervisor, the supervising teacher, and the student teacher. The student teacher contributes through self-evaluation; the supervising teacher contributes through accurate and continuous feedback to the student teacher; and the college supervisor contributes through periodic evaluations and discussions of the student teacher's performance and progress with both the supervising teacher and the student teacher.
G. Evaluation should focus on performance. Emphasizing performance and movement of the student teacher toward pre-established goals allows the student teacher to better accept and use the results of evaluation.
H. Final evaluation for summarizing the student teacher's attainment or lack of attainment of the agreed upon goals to serve as, another screening device of entrance into the teaching profession, and to provide prospective employers with an accurate summary of the performance of the future teacher during student teaching phase of the teacher preparation program.

APPENDIX D

TEAM LEADERS SCHEDULE

UNIVERSITY East Tennessee State University
SCHOOL DISTRICT Carter or Washington Counties
SCHOOL Typical County School
PREPARED BY Typical Team Leader

[X] 2nd Cycle, 2nd year [ ] 3rd Cycle, 1st year

DATE 1968-1969

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00	Brief planning sessions for both the intern and regular classroom teachers, and with principals. Evaluation:					
9:00	School A (2 interns) Observe Intern #1	School B (3 interns) Observe Int. #3	School C (2 int.) Observe Int. #6 Observe Int. #7	School A Observe Int. #2	School B Observe Int. #4	Forms
10:00	Observe Intern #2	Observe Int. #4	School A Observe Int. #1	School C Observe Int. #6 Observe Int. #7	Observe Int. #5 Observe Int. #6	and
11:00	Individual Conferences	Observe Int. #5	Ind. Conferences	Indiv. Conferences	Ind. Conferences	Reports
12:00	Lunch					
1:00	Travel to Univ.	Conference with Principal-Sch. B	Conference with Principal-Sch. A	Conference with Principal-Sch. C	Team Seminar	Free
2:00	Team Leader Seminar				Viewing Video-tapes of interns	"
3:00	" " "	Home Visitations	Teacher Corps Seminar	Study and Planning	" " "	"
4:00	" " "	" "	" " "		" " "	"
55:00						
6:00	School P.T.A. Program	Community Project	University Class (Supervision)	Community Project	Evaluation	"
7:00	" " "	" " "	" " "	" " "	Forms & Reports " " "	" "
8:00	" " "	" " "	" " "	" " "	" " "	"
9:00	" " "	" " "	" " "	" " "	" " "	"
10:00						

Additional Information: Teams include an average of four second year interns and three new MAT interns. The Team Seminar (on a regularly scheduled basis) will be new this year. Team Leaders will visit all interns on community projects on a rotating basis rather than be assigned to a specific project. The most important activity is only briefly scheduled, but it will occur as frequently as possible and wherever and whenever necessary. This is the much needed individual intern-team leader conference.

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Team Leader's Typical Weekly Activities
Teacher Corps
Niobrara, Nebraska

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
AM	Supervise Intern's Teaching Conferences	8:00 - 11:00 Teacher Corps Practicum Ed. 548G at Niobrara	Meet with principal & coordinator --- Home visits or work with parents	Teach small group students --- Observe and conferences with interns	Supervise Interns or work with new teachers --- Planning & Preparation	It is possible that all or part of some UNO courses would be held at Niobrara on Saturday
NOON	--- Take turns on lunchroom/hall/ playground duty ---					
PM	1:00 Conduct Team Meeting --- 2:00 Work with parents or tutor	Teaching or supervising interns --- Faculty Meeting	Tutoring Individuals --- Planning & Preparation	Work with parents and community leaders	Observing Interns	Study or Reports
EVE	at Niobrara 4:00 - 7:00 Teaching Assistant UNO Course	Community work	at Niobrara 4:00 - 7:00 Teaching Assistant UNO Course	Community Work	Personal	Personal

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PROPOSED WEEKLY ACTIVITY SCHEDULE - NTC LEADER

LEXINGTON STATE UNIVERSITY

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00-8:30	Tutoring, morning assembly, hall or yard duty, library supervision, or team planning session					
8:30-1:30	Conferences with principal, supervisor, university coordinator, and other team leaders* Tutor individual pupils or special interest groups Assist principal Supervise and observe interns Coordinate in-service and demonstration activities and community experiences for interns				11:00-1:00 Travel time to Lexington	9:00-12:00 Academic class at University
1:30-2:45	Assistance with intern planning and preparation Conferences with interns and cooperating teachers* Team Meeting* Seminar with University coordinator*				1:00-3:00 Team Leaders meetings at University	
2:45-4:00	Assist with workshops, in-service and professional meetings Complete team report and intern evaluation	Faculty Meeting			3:00-6:00 Academic class at University	
4:00 --	PTA Meetings* Professional and community activities**					

* Not daily, but as scheduled

** Voluntary

NOTE that team leaders observe supervisory staff's hours Monday-Thursday 8:00-4:00

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PROPOSED WEEKLY ACTIVITY SCHEDULE - NTC LEADER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING	Observing Play areas and Study rooms ----------					Study and
	Observing Interns in Primary Grades ---------			Conference with Interns	Conference with University	Reports
	Observing Cafeteria Program		Conference with Interns	Conference with Interns	Conference with Interns	and
AFTERNOON	Observing Interns in Upper Grades		Conference with Interns	Conference with Interns	Conference at Juvenile Court	Community Work
	Conference with Principal	Supervising fun and Development Center	Supervising Interns	Conference with Other Team Leaders	Conference with Other Teams	
	Supervising Interns	Supervising Interns	Supervising Interns			
EVENING	Home Visits	Neighborhood Health Clinic	Community Meeting	Home Visits	Study and Reports	

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CARBONDALE ELEMENTARY SCHOOLS

This weekly activity program for Teacher Corps Leaders as proposed below is intended to serve as a guide for weekly activities.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	Planning	Planning	Planning	Planning	Planning
8:30	Conference with Principal	Observing Interns	Observing Interns	Conference with Librarian and/or School Nurses	Observing Interns
9:00	Conference with Interns	Supervising studies in planning activities	Supervising studies in planning activities	Supervising studies in planning activities	Conference with Principal
10:00	Supervising in classroom situation	Conference with regular teachers who are working with interns	Individual conferences with interns	Conference with other NTC leaders	Working with community agencies
11:00	Supervising Interns	Resource teacher for classroom teacher	Supervising in classroom	Home Visits	Reports
12:00	----------	Lunch	---- Room	---------- Duty	----------
1:00	Supervision of Interns	Work with regular classroom teacher	Supervision of Interns	Developing resource materials with interns	Teach a regular class
2:00	Work with classroom	Work with regular classroom teacher	Contacts with Community Agencies and Resource Personnel	Supervision of Interns	Conference with other NTC Leaders
3:00	Conference Guidance Counselor	Supervision Interns Additional school	Contacts with Community Agencies and Resource Personnel	Conference with School Psychologist	

Attendance at building staff meetings, curriculum study committees, and district administrative meetings will be injected.

APPENDIX E

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The Perfect Team Leader--An Intern's Ideal

Would not join Teacher Corps to play school politics and to further his own administrative ambitions. Such motives are antithetical to the philosophy and aims of a successful, revolutionary teacher corps.

Would have as his primary objective, the turning of raw interns into effective, exciting teachers, who could deal successfully with all levels of school and community personnel.

Would give extensive, experienced help, advice, support, and teaching examples to his interns during their first year. The less he is needed the second year, the better he will have done his first year's work.

Would encourage, by work and deed, innovative teaching and community projects planned and executed by his interns.

Would constantly seek, in frank exchanges with his interns, to develop group solidarity and moral by democratic leadership.

Would be available for consultation with interns at all times--would not be an errand boy for the principal.

Would serve as buffer and liaison between interns and regular teachers, principals, and administrators only when necessary, i.e., when interns could not or would not handle such relationships well.

Would exercise less and less control over the interns and allow them increasing responsibilities as the two years progressed.

Dan Davidson
Intern, Class of '68
NTC at USC

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THE TEAM LEADER AND THE INTERN

Clyde Ray, East Tennessee State University

The Team Leader is experienced, well educated, and usually possessing a healthy blend of pragmaticism and idealism, having been through a variety of mills at least once (and some of you maybe two or three times). In sharp contrast, the Intern approaches the teaching profession with about as much perception as a mouse crawling into the jaws of a tiger. He has little background in Education or Psychology; many have never worked with children before; some may be sadly lacking in maturity, while even the most intelligent ones may bring to the school door a degree of illusion that would be ludicrous were it not so pathetic.

Much of what the Intern will learn about teaching will learn about teaching will be learned the hard way. . .from classroom experience. Some will have to start their concepts broken all the way down (and then some) before they can even begin to think about building them back up. So, Team Leaders need not worry nights about making Interns become more realistic - a class of children will perform that operation with minimum delay. But, there is one contribution that you can offer to the development of the Intern and he will probably come to you first of all to see if you are able enough and willing enough and wise enough to give him that priceless gift. It will truly be a gift beyond price that it will be your hard responsibility to carry, of value not only to the Intern and yourself, but also of value to the Director, the Corps, and the Nation itself. All this gift consists of is the simple word of reassurance of Team Leader to Intern to continue and to preservere in the face of what may seem to him to be the ultimate despair.

Your experience and your knowledge will be a great asset to you. You will find that Interns will more or less behave in certain well defined, predictable patterns. You will find that you will be able to fairly judge a situation with accuracy that may arise and that you will be able to take effective action on it. This is well and good, but it is important that the Intern acquire faith in the full latitude and application of your knowledge and judgement. This faith is the key to the whole relationship of Team Leader to Intern, for if faith is even once removed or tampered with, then the whole area of mutual communication is jeporadized. In the Teacher Corps, all of your knowledge and judgement is of little value if it is of use to you alone.

Therefore, in order to maintain communication, the Team Leader must approach the team with a mixed feeling of <u>camarade</u> and paternalship. The Interns will always expect that guidance, but they must always have that faith in the end. (They don't know that the faith is so necessary. It will always come to them as a surprise almost too good to be true. One of the best ways to gain that faith is to seek to understand their problems on their level of perception, and then to approach these problems with the intern in a mutual effort and with personal sympathy. By so doing, I can promise you that you will gain not only their faith, but their respect and jealous alligence. You must be more than a Team Leader or even a friend--you must be a Big Brother or Big Sister, to whom they can feel free to go to at need.

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One morning, you may come to the school to find an Intern helping two children with their reading, with their heads all in a row on a same level over the books. You know that his work is important, but does he? Actually, he may not think that what he is doing is important at all. So, we come to the crux of the whole matter. They want to meet a need and to be important, so make them feel that the job that they are doing is the most important one at that moment that they could possibly be doing; give them the impression that they meet and feel a need and perform a role that is not only important, but is uniquely suited to them alone; grow to like them - in fact, you must like them. Look at them well when you get them and later when they come to you, for they are your final, greatest and most terrible responsibility. That is why you must like them. Whether you like them or not, make yourself like them. Learn to pity them, to worry with them, to agonize with them, and to be proud with them. You must spend all of your strength in helping them succeed as Interns and Teachers, for the measure of their success is the measure of your own and the affection and the respect which they will surely bring you one day in return you will find to be the best return and a reward truly beyond price.